THE IMPACT OF ORGANIZATIONAL SUPPORT ON WORK COMMITMENT AMONG TEACHERS IN SELF-FINANCING COLLEGES IN KERALA

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ABSTRACT

This study examines the effect of perceived organizational support on work commitment among teachers in self-financing colleges in Kerala. The research used a sample of 382 teachers and employed factor analyses as well as hierarchical regression to discover what dimensions of organizational support were important for promoting this commitment. The results showed that professional support and resources available are significant predictors of teacher commitment, explaining a 37% variance in the outcome variable. These results highlight the need to develop focused support initiatives for promoting teacher engagement and retention. This will have implications for educational administrators and policymakers keen to ensure that a conducive work environment exists in self-financing colleges to achieve optimal learning outcomes.

Keywords: Organizational Support, Work Commitment, Self-Financing Colleges, Professional Development, Teacher Engagement, Kerala.

1. INTRODUCTION

During the last few years, Kerala's educational scenario has been undergoing a tremendous transformation, with a mounting number of self-financing colleges being established purposefully to cater to higher education needs as people increasingly strive for it. Such organizations may have differing levels of resources and support systems, which also influence the job satisfaction and work commitment of their faculty members. One of the determinants for quality within education is teachers' commitment to work referred as

professional identification or passion, although also it can be conceptualized--quite traditionally--as a form of organizational ruling (Smith et al. 2023). Such supportive organizational collaboration, consisting of administrative help, professional development opportunities, and appreciation levels, is considered the foundation for creating an effective working environment. Research has shown that employees who feel supported by the organization are more committed to it and as a result have higher job performance levels, but also an increased tendency not to leave their employer (Jones & Clarke, 2022). A special need of such support is for faculty to be self-motivated in running various courses particularly where institutions have limited resources and work pressure leads many-a-time to difficult conditions (Kumar & Singh, 2023). Fresh research shows the critical role of supportive organizational practices in increasing job satisfaction and commitment among teachers. For example, a study by Sharma and Gupta (2023) revealed that the professional development programmes and supportive leadership style markedly influenced teachers' sense of belonging and commitment towards their institutions. Nair and Pillai (2023) have also identified recognition, reward systems which are the other important factors that will boost teacher retention and motivation in self-financing colleges. Taking into account the vital contribution of teachers in molding educational outcomes, such a study helps us understand how organizational support can ensue commitment within them. The objective of the study is to investigate Organisational Support and Work commitment among Teachers in Self-financing colleges under Kerala. Teachers work in different types of institutions and attend to divergent challenges. The research thus aims to shed more light on ways colleges can improve organizational support for high levels of teacher commitment and ensure a motivated teaching workforce.

2. STATEMENT OF THE PROBLEM

Self-financing colleges in Kerala present a unique, highly stratified educational ecology between the relationship and structure link of the institution and financial viability. This variability can often have significant implications on the quality of education offered, as this often leads to differing levels of job satisfaction and commitment among faculty members (Mohan & Reddy 2021). The dedication and commitment of teachers is essential to maintain high academic standards and developing a good learning environment. But, in several self-financing institutions, no such long-term remedial measures are seen to reoccur which is basic need for maintaining a highly motivated and dedicated teaching workforce with proper organizational support whether it be academic autonomy or assured career growth sports (Nair

& Thomas, 2022). Research in the past has pointed organizational support as crucial for enhancing employee engagement and reducing turnover intentions (Das & Mohanty, 2020). In the higher education scenario, especially in self-finance colleges organizational support may come as administrative help or recognition of work done by the teacher, opportunities for career development within and outside institution with adequate teaching-learning resources (Sasidharan & Pillai, 2019). Empirically, the level of such support systems might be either not at all existent or ad-hoc in places along with being unevenly applied to self-financing colleges, causing an absence of notion about feigned faculty autonomy among other stakeholders (Raj & Sinha 2022). This frame might be extrapolated to weaken the work commitment of teachers, with adverse effects on their performance and how they contribute in student outcomes. Additionally, self-financing colleges are often plagued with economic challenges that restrict the salaries and benefits they can offer but ultimately impact job satisfaction and terms of retention (Kumar & Menon, 2021). More specifically, the link between support by organization and work commitment in these institutions is poorly documented, especially within Kerala settings. It forms the cornerstone of strategies that could increase teacher commitment and, in turn, allow quality improvement (Varghese & George 2020). Hence, this study seeks to examine how much organizational support is given for self-financing college teachers in Kerala and its influence on their attitude towards work. The results are anticipated to offer substantial insights for policy makers and educational administrators in implementing supportive mechanisms that sustain an engaged satisfied teaching faculty, thereby functioning towards the enhancement of a higher education system.

3. NEED AND SIGNIFICANCE OF THE STUDY

The burgeoning growth of the self-financing colleges in Kerala has brought about a sea-change in its higher education system, which needs focused attention on what determines teacher commitment and job satisfaction, especially for those working within this new cadre. Self-financing Colleges Teachers in self-finance colleges are often worse off than their colleagues in public institutions, with less job security and resource access and poor professional development opportunities (Ramanathan &Subramanian,2021). These elements might negatively influence their dedication and, eventually, the standard of education they provide (Patel & Joshi, 2020). How organizational Support works in this environment is key to creating strategies for improving teacher commitment and turnover. People are stuck on existing research related to organizational support and a workplace environment conducive to

job satisfaction & commitment (Kumar & Sharma, 2021). This can be seen in educational environments through the provision of suitable teaching resources, acknowledgement and rewards procedures and encouragement for further professional Development (Nair & Rajan, 2019). Yet the prevalence of these in self-financing colleges in Kerala remains a neglected area. This study aims to bridge this gap by providing an empirical examination of the relationships between organizational support and work commitment among teachers in HEIs. This study is of interest because it may provide insight into policy formation and practice, particularly concerning management options for self-financing colleges. The study shares a way forward for educational administrators and policymakers by identifying the critical areas that can be improved to streamline organizational support, which is aimed at reducing teacher turnover as well as boosting their performance (George & Mathew, 2022). Moreover, awareness of these dynamics could lead self-financing colleges to gain a competitive edge in the educational market and assist them to staff and educate high-calibre faculty members (Babu & Menon 2019).

These results are also likely to advance the wider body of knowledge on organizational behavior and human resource management in educational institutions. Provide qualitative insights: To inform how organizational support can shape work commitment in the peculiar context of self-financing colleges (especially located in Kerala). The information is important for all education sector stakeholders, like educators and administrators who work to create a more supportive teaching environment (Suresh & Kumar,2020).

4. THEORETICAL BACKGROUND

Several key theories ground the study on organization support or in employment commitment. Social Exchange TheoryTheoretical Perspective, Social exchange theory, dates back to Coleman's Foundations of social, and is based upon the notion that social behavior reflects an exchange process between parties (Blau,1964). When it comes to the working environment, employees create an obligation for themselves that they must pay back all these good things their organization is doing with them. As a response to this, reciprocity can be accompanied by growth in engagement, allegiance and on-the-job performance (Cropanzano & Mitchell, 2005). In the academic contexts in general and self-financing colleges in particular, the hand-holding by the administration plays a vital role to surge teachers' commitment while discharging duties as their inclination towards professional and personal requirements (Rhoades & Eisenberger 2002) One other theory worth mentioning is the Organizational

Support Theory (OST), which centers on the importance of Perceived organizational Support (POS). POS is the extent to which workers believe their organization values their contributions and cares about them in general (Eisenberger et al., 1986). Teachers hold more positive attitudes and behave (e.g., organizational commitment, turnover intentions) toward or within their organization when they perceive a high level of support for the image reflective in the Organizational Support Theory(OST)(Eisenberger,... 2021). This theory also fits well with self-financing colleges due to the variability in support mechanisms available to different faculty members, as it means that organizational support will be perceived differently by them (Shore & Coyle-Shapiro, 2003). The Job Demands-Resources (JD-R) Model offers a further framework to shed light on teacher commitment dynamics. According to this model job demands such as workload and emotional demands may result in burnout when job resources do not compensate them, framed work-related aspects that can buffer the impact of exhaustion processes (e.g. support from colleagues and management, autonomy at work or learning opportunities) (Bakker & Demerouti, 2007). The accessibility and quality of these resources might deserve to be seen as significantly different in self-financing colleges, and are likely to affect how well the teachers could manage job demands, possibly affecting their commitment toward the institution (Schaufeli & Bakker 2004). Further, the Affective Events Theory (AET) also suggests that events from a workplace can impact emotions to shape behaviors of employees Weiss & Cropanzano 1996). The feelings are part of the experiences employees go through in their everyday work life which thereby influencing on their emotional responses and consequential to job satisfaction, possibly leading onto commitment - AET In schools, experiences such as promotion and support from colleagues can play an important role in generating teachers' emotional lives to increase their commitment towards the institution (Basch & Fisher. 2000). Together, these theories help us to understand the importance of giving a supportive environment for human beings in an organization that leads to being more loyal and motivated. They illustrate how perceived support, job demands/resources balance and affective responses to workplace events influence teacher commitment in self-financing colleges. Knowing that is provides invaluable insight for educational administrators and policymakers looking to increase retention and performance of teachers by providing targeted support strategies.

5. RESEARCH METHODOLOGY

The present research aimed to explore the relationship between Perceived Organizational Support and Work Commitment among teachers in self-financing colleges of Kerala using quantitative research approach. The study was conducted with a cross-sectional survey design, which enabled the collection of data at only one point in time to examine how organizational support predicts teacher commitment. Teachers working in self-financing colleges from which data was collected for a study were targeted group Any citation does not support the next claim. The sample comprised 382 teachers and was determined by stratified random sampling that represented different colleges as well disciplines. We used this sampling plan as we aimed to provide a broad array of perspectives and experiences around organizational support and commitment. This study is based on data collected by conducting a survey using the structured questionnaire. The survey was relevant to the first three areas of perceived organizational support, antennas and work commitment. Examples of perceived organizational support items were professional development opportunities, recognition by the organization and resource availability. A scale was used to measure the teachers' dedication and loyalty to their institutions, and questions related to work commitment were used. Researchers established content validity by using a questionnaire in a small pilot study and having experts review it for clarity. Statistical analysis was done for the collected data using SPSS program. Data was first summarized using descriptive statistics to get a better understanding of perceived organizational support and work commitment among the participants. We first employed Pearson correlation to analyze the relationships among variables and then performed a linear regression analysis to estimate how much of an effect perceived organizational support has on work commitment. The study employed factor analysis to identify the underlying dimensions of organizational support, and then used hierarchical regression analysis for investigating how these factors can contribute towards work commitment. Ethical clarification was essential at all stages of the study. Before data collection, each participant was briefed on the characteristic of study and their consent-facilitating information shared with them. All participants were advised that confidentiality and anonymity would be maintained, and no response provided by means of the survey instrument could in anyway result in negative consequences for withdrawal from or participation within the study. This research followed the ethical standards in studies with human subjects, observing full respect and protection of all individuals who participated.

6. OBJECTIVES AND HYPOTHESES

Objective 1

To assess the level of perceived organizational support among teachers in self-financing colleges in Kerala.

- **Hypothesis H1**: There is a significant variation in perceived organizational support among teachers based on their demographic characteristics (e.g., age, gender, experience).

Objective 2

To examine the relationship between organizational support and work commitment among teachers.

- **Hypothesis H2**: Higher levels of perceived organizational support are positively associated with higher levels of work commitment among teachers.

Objective 3

To investigate the impact of professional development opportunities on teacher commitment.

- **Hypothesis H3**: Professional development opportunities significantly impact the level of work commitment among teachers in self-financing colleges.

Objective 4

To identify the key factors of organizational support that most significantly influence work commitment.

- **Hypothesis H4**: Specific elements of organizational support (e.g., recognition, resource availability) have a more significant impact on work commitment than others.

7. ANALYSIS

Objective 1: To assess the level of perceived organizational support among teachers in self-financing colleges in Kerala.

Table 1

Descriptive Statistics

Variable	N	Mean	Std. Deviation
Perceived Organizational Support	382	3.45	0.78

ANOVA

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.32	3	5.11	5.32	0.001
Within Groups	364.68	378	0.96		
Total	**380.00**	**381**			

The study intended to measure the Perceived Organizational Support of Teachers in Self-financing Collages across Kerala. The results of the descriptive statistics showed a mean score on perceived organizational support was 3.45 and standard deviation =0.78, which suggests that in general teachers' perceptions about their supports were at moderate level (Walumbwa & Lawler III., A total of 382 teachers were analyzed. Additionally, ANOVA tests were performed to investigate differences among the demographic groups within perceived organizational support. Results : There was a significant variation between groups (sum of

square = 15.32, mean square in within the group: 5.11; F-value = 5.32 with p.value=0,001). The Presence of a dotted in Fig 3 and confidence intervals around the various intersections/crossovers - indicate meaning that perceptions of support differ by demographic group There was 364.68 within-groups sum of squares with a mean square of 0.96 Post hoc analyses revealed that the model explained 380.00 amongst degrees of freedom (381). Findings revealed the variability of levels of perceived organizational support among the teachers, indicating that differentiated strategies for increasing and reinforcing different groups of teachers may be needed.

Objective 2: To examine the relationship between organizational support and work commitment among teachers.

Table 2

Pearson Correlation

Variables	Correlation Coefficient (r) Sig. (2-tailed)
Organizational Support & Commitment 0.45	0.000

Linear Regression

Model	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t	Sig.	R²	F	Sig. (F)
(Constant)	1.25		6.25	0.000			
Org. Support	0.52	0.45	9.80	0.000	0.20	96.04	0.000

The purpose was to investigate the association of perceived organizational support and work commitment in teachers. The Pearson correlation analysis showed a moderate positive relationship between organizational commitment and work engagement (r = 0.45) full length The strength of the relationship between these two variables was tested and the result yielded a p-value of 0.000, which is statistically significant suggesting an association does exist

between them. More detailed analysis using linear regression was performed to quantify how much organizational support influenced work commitment. Result from the significant test of direct effect appeared organizational support which is able to arouse work commitment was (B = 0.52, β = 0.45). In the model, this is referred to as a constant term - or how much level of work commitment we have when there would be no organizational support (here coming from A in our equation: 1 = Y = B). T-values for organizational support was 9.80 and P-value =0.000, t=7. The regression model accounted for 20% of the variance in work commitment (R^2 =.2). The F-statistic of the overall model is 96.04, p=0.000 (significant) This is evidence of the importance, among teachers at least, of enhancing perceived organizational support as an issue that can influence teacher commitment and engagement.

Objective 3: To investigate the impact of professional development opportunities on teacher commitment.

Table 3

Predictor Variables	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t	Sig.
(Constant)	0.80		3.20	0.001
Professional Development	0.34	0.30	6.50	0.000
Recognition	0.20	0.25	5.20	0.000
Resources Availability	0.18	0.22	4.80	0.000

R^2 = 0.30, Adjusted R^2 = 0.29,
F(3, 378) = 54.26, p < 0.001

This analysis investigated how professional development opportunities, together with other factors like recognition and resource availability, affected teacher commitment. The multiple regression analysis was run to determine the extent these variables predict teacher commitment. Our findings suggested a strong, positive relationship between teacher commitment and PD opportunities. Professional Development had a significant effect—at both the unweighted (B = 0.34) and weighted level (β = 0.30)—with highly recommended status as moderator economic need for well-being supportfulness job satisfaction during year ranking

funnel model traits confirmed correct material needs religiousness.. Professional Development (t-value = 6.50, p <.05) A t-test run on this predictor revealed a statistically significant effect of Professional Development has an impact on teacher commitment at a significance level(p=0.000). Teachers who were seen and said to had put a great deal in their career, felt better rested than those employees at the same workplace believed that they would be able again (institutional} while retreating from work. The next significant independent variable is the perceivable recognition with a B = 0.20 and β= 0. This is a positive relationship between recognition with teacher commitment where t value shows 5.20 and p value represents 0.000 The resource availability also had a significant positive impact, with an unstandardized (B) = 0.18 and standardized coefficient (β)=0.22, t-value=4.80,p-value ≤00 (Table:2). R² is the percent of variance in teacher commitment that could be explained by this model as a whole (e.g., R--squared = 0.30 for the overall model), Adjusted RSQ – adjusting R squared with controls included, RegressedRSq -reported areg1 on Sq Femulating variables). The F-statistic for the regression model was 54.26, p <.001), indicating that this model is a good fit and all of these variables together had an effect on teacher commitment. These results highlight the role of higher professional Development, and socioemotional connections to a school principal in increasing teacher commitment. The large coefficients of these variables and a good fit for the model proposed seem to indicate that investing in such areas would improve teacher engagement by decreasing their propensity to leave as well improving educational outcomesin self-financing colleges.

Objective 4: To identify the key factors of organizational support that most significantly influence work commitment.

Table 4

Factor Analysis

Factor	Eigenvalue	Variance Explained (%)	Factor Loading Range
Factor 1: Professional Support	4.25	42.5	0.65 - 0.80
Factor 2: Resource Availability	1.75	17.5	0.50 - 0.70

Factor	Eigenvalue	Variance Explained (%)	Factor Loading Range
Total	-	60.0	

Hierarchical Regression Analysis

Model	R²	ΔR²	F Change	Sig. F Change
Step 1: Basic Variables	0.20	-	96.04	0.000
Step 2: Add Professional Support	0.32	0.12	53.25	0.000
Step 3: Add Resource Availability	0.37	0.05	22.15	0.000

The purpose of this study was to determine which organizational support dimensions most significantly predict work commitment among teachers. After the factor analysis of organizational support, its underlying structure was determined and hierarchical regression applied to test work commitment. The factor analysis identified two main factors: one was Professional Support and the other Resource Availability. The first factor-Professional support (eigenvalue = 4.25)-accounted for 42.5% of the variance in data. Professional support yielded factor loadings from.65 to 0.80 which means these factors play a role in overall perception of organizational Support [24]. The second factor, Resource Availability explained an additional 17.5% of the variance with an eigenvalue of 1.75 Factor loadings for Resource Availability were between 0.50 and 0.70. Together, these two factors explained 60.0% of the total variance and thus emerged as most relevant dimensions for perceived organizational support perceptions.

A further hierarchical regression analysis explored how this led to work commitment. The first step, which only had basic demographic and organizational variables included in the model together explained 20% of the variance in work commitment: R^2 =0. The second step adds Professional Support to the model and this increases explained variance substantially (ΔR^2 = 0.12), rendering a total R^2 of 0.32 The change was quite significant reflected by an F value of 53.25 and a p-value of 0.000 The finding highlights the importance of Professional Support in increasing work commitment among teachers. Finally, Resource Availability was additionally included in the model (ΔR^2 = 0.05) explaining an additional 5% of variance yielding with a total R^2-effects size = 0.37 This term was also informative with an F effect of 22.15 and a p-

value of 0.000 Similarly, in the case of Resource Availability being a major predictor emphasizes providing human resource to support teaching activities with enhanced commitment from teacher. The analysis as a whole showed that Professional Support and Resource Availability are mainly the two aspects of organizational support that seemed more likely to impact work commitment. EDC has recommended that educational managers should improve professional support structures and ensure resources are in place so there is a committed, motivated teaching force. This focus helps self-financing colleges achieve better academic results, and it brings a valuable change in the work culture.

8. Key Findings

- **Perceived Organizational Support:**
  - The average perceived organizational support among teachers was moderate, with a mean score of 3.45 and a standard deviation of 0.78.
  - Significant differences in perceived support were observed across demographic groups, as indicated by ANOVA results ($F = 5.32$, $p = 0.001$).
- **Relationship Between Organizational Support and Work Commitment:**
  - A moderate positive correlation was found between perceived organizational support and work commitment ($r = 0.45$, $p < 0.001$).
  - Linear regression analysis showed that organizational support significantly predicted work commitment, with a standardized coefficient (β) of 0.45 and an R^2 value of 0.20 ($F = 96.04$, $p < 0.001$).
- **Impact of Professional Development Opportunities:**
  - Professional development opportunities were a significant predictor of work commitment, with a standardized coefficient (β) of 0.30 ($t = 6.50$, $p < 0.001$).
  - Recognition ($\beta = 0.25$, $t = 5.20$, $p < 0.001$) and resource availability ($\beta = 0.22$, $t = 4.80$, $p < 0.001$) also significantly influenced teacher commitment.
  - The overall model explained 30% of the variance in work commitment ($R^2 = 0.30$, Adjusted $R^2 = 0.29$).
- **Key Factors of Organizational Support:**
  - Factor analysis identified two key dimensions of organizational Support: Professional Support (eigenvalue = 4.25, variance explained = 42.5%, factor loading range = 0.65 - 0.80) and Resource Availability (eigenvalue = 1.75, variance explained = 17.5%, factor loading range = 0.50 - 0.70).

- These factors collectively explained 60% of the total variance in perceived organizational support.
- Hierarchical regression analysis revealed that Professional Support significantly increased the explained variance in work commitment ($\Delta R^2 = 0.12$, F change = 53.25, $p < 0.001$), followed by Resource Availability ($\Delta R^2 = 0.05$, F change = 22.15, $p < 0.001$).

9. CONCLUSION

The study aimed to investigate the impact of perceived organizational support on work commitment among teachers in self-financing colleges in Kerala. The analysis revealed that teachers generally perceived moderate organizational support, which varied significantly across different demographic groups. This variation highlights the need for tailored support strategies to address the unique needs of diverse teacher populations. The Pearson correlation analysis demonstrated a positive relationship between organizational support and work commitment, suggesting that higher levels of perceived support are associated with greater teacher commitment. The linear regression analysis further quantified this relationship, showing that perceived organizational support significantly predicts work commitment, explaining 20% of the variance. This finding underscores the importance of fostering a supportive organizational environment to enhance teacher engagement and retention. Moreover, the study explored the impact of specific components of organizational support, such as professional development opportunities, recognition, and resource availability. The multiple regression analysis indicated that all these factors significantly influence teacher commitment, with professional development opportunities having the strongest impact. This suggests that investments in professional growth and adequate recognition are critical for maintaining a motivated and committed teaching workforce. The factor analysis identified two key dimensions of organizational Support: Professional Support and Resource Availability. These factors explained 60% of the variance in perceived organizational support, indicating their central role in shaping teachers' perceptions and experiences. The hierarchical regression analysis confirmed that these factors significantly contribute to work commitment, with Professional Support being the most influential. Overall, the findings highlight the critical role of organizational support in enhancing teacher commitment in self-financing colleges. This underscores the need for educational institutions to develop comprehensive support systems that include professional Development, recognition, and resource provision. Such measures are

essential not only for improving teacher satisfaction and retention but also for fostering a positive educational environment that supports student learning and institutional success.

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